



**KENTUCKY PRESCHOOL  
 PROGRAM REVIEW REPORT 2011-2012**

**Madison County  
 Date February 21-23, 2012**

**Met 22 out of 24 possible indicators**

Met	Program Structure
✓	1. Eligibility
✓	2. Special Education
○	3. Program Operation
✓	4. Staffing/Teaching Credentials
N/A	5. Contracting (N/A)
✓	6. Attendance
✓	7. Professional Development
✓	8. Head Start Collaboration

Met	Environment
○	9. Ratio and Staffing
✓	10. Developmentally Appropriate Practices
✓	11. Routines
✓	12. Equipment and Materials
✓	13. Space
✓	14. Funding
✓	15. Individual Needs of Children

Met	Curriculum and Assessment
✓	16. Assessment of Children
✓	17. Annual Evaluation of Preschool Program
✓	18. Student Information
✓	19. Screening

Met	Health, Safety and Nutrition
✓	20. Meals
✓	21. Safety Policies
✓	22. Transportation N/A
✓	23. Recruitment

Met	Families and Communities
✓	24. Parent/Family Involvement
N/A	25. Wrap Around Services (N/A)

**Based on review by KDE Site Visit Team**

## **Madison County Consolidated Review Site Visit Report**

### **Purpose**

The Consolidated Monitoring site visit process is intended to coordinate Kentucky Department of Education interagency monitoring into a more concise timeframe and thereby reduce the burden on school districts and provide improved service and support to districts in the regulatory monitoring process.

This preschool program report divides the on-site visit into five sections: (1) program structure; (2) environment; (3) curriculum and assessment; (4) health, safety and nutrition; and (5) families and communities. Each section has a summary followed by strengths, findings and recommendations for the district. Strengths are examples of program quality. Findings are items that do not meet regulatory standards and recommendations are suggestions for program improvement reflecting best practice. **Upon receipt of this report, the district may submit questions and edits to Annie Rooney French ([Annie.Rooney-French@education.ky.gov](mailto:Annie.Rooney-French@education.ky.gov)) by August 17, 2012.**

### **Discussion**

The Consolidated Monitoring site visit team visited Madison County on February 21-23, 2012. The preschool monitoring team consisted of one preschool consultant, Laura Wathen, KDE. The preschool component of consolidated site visit included a review of documents at central office, 40-45 minute classroom observations in 10 preschool sites as well as interviews with teachers, assistants and service providers. A post site visit e-mail on March 13, 2012, shared the highlights of this report after the examination of the documentation, completion of the site visits and interviews and compilation of this report.

## Program Structure

### Program Structure – Summary

The Madison County Preschool Program is partially blended with Head Start, providing Head Start with classroom space at some of its preschool sites and maintaining full utilization and compliance with Federal Head Start Program. The district includes sites in Richmond, Berea and Waco offering 20 half day and 2 full day sessions lead by 12 lead teachers, 11 of which hold IECE certification. Madison County's Preschool Program is part of Madison County's Early Childhood Alliance, a collaborative initiative providing district wide support and resources for state funded preschool, Head Start, private childcare and families in order to support school readiness across Madison County.

### Program Structure – Strengths, Findings and Recommendations

#### Strengths:

- **707 KAR 3:100, Special Education (#2).** The district has an effective child find system in place and the referral process (KSI/RTI) assures that children have been given an opportunity for intervention prior to evaluation. As evidenced in a review of the Madison County Early Childhood Alliance Toolkit, screening registrations, professional development records and sign-ins with various child care centers, parent group handbooks, flyers and other documentation, Madison County has in place an effective, broad-reaching child find system and individualized RTI/KSI system which incorporates partnerships and collaborations with various community partners as well as families.
- **707 KAR 3:100, Special Education (#2).** The district has an effective transition process in place for helping children transition from First Steps into the preschool program. As evidenced by central office review with the preschool coordinator, along with a review of relevant data collected by KDE, revealed 100% compliance with transition from First Steps services to State Funded Preschool.
- **704 KAR 3:40 Section 7, Professional Development (#7).** As evidenced by review of sign-in sheets and registrations and professional development plans, the coordinator can adapt 75% of professional development topics to the specific and unique needs of preschool children and their families.

#### Findings:

- **704 KAR 3:410 Section 6 Program Operation (#3).** Three sites in the Madison County district have no break between morning and afternoon preschool sessions. The schedule is such that children from the AM session are loading buses as children from the PM session are arriving. This creates situations where in one case the teacher goes on to lunch and does not have an opportunity to greet children to start their learning day.

Furthermore, teachers and assistants working with 40 children have no opportunity to consult or share anecdotal assessment information between each other or to prepare for any physical/motor accommodations that may be required by a child in the next session prior to children occupying the room or in any other way prepare the environment. Developmentally appropriate practice asserts that very young children can take advantage of learning experiences when they are welcomed individually by their teacher as they enter calm, well prepared environments. Multiple reports have demonstrated that teachers are highly stressed by these schedules and feel their afternoon sessions don't get the benefit of starting their learning day in a well-prepared classroom while the morning sessions don't receive the benefit of teachers and assistants having an opportunity to share and organize notes and observations after they leave for the day.

- **704 KAR 3:410 Section 6 Program Operation (#3).** 9 of 10 sites reported no breaks. Two teachers reported having to use the child-size restroom facilities within classroom to avoid being out of regulatory compliance with ratios as they receive no breaks.

**Recommendations:**

- **None**

## Environment

### Environment – Summary

Across the district, Madison County's Preschool Program uses all appropriate expenditures to provide well-maintained facilities and learning experiences where safety guidelines are met in regards to equipment, materials, evacuation procedures and other health measures. Classrooms are arranged in appropriate, well maintained learning areas and schedules reflect a balance of large and small group activities as well as sufficient free-choice and gross motor play time. Adaptations and accommodation are evident in support of children with special needs both indoors and out and interactions are classroom climate are designed to support the overall development of all children in the program. Test sheets and ditto sheets were not found.

### Environment – Strength, Findings and Recommendations

#### Strengths:

**704 KAR 3:410 Section 6, Developmentally Appropriate Practice (#10).** As evidenced by on-site classroom observations, Madison County's preschool program offers a developmentally appropriate, individually responsive learning environment for children from various socio-economic and cultural backgrounds as well as children across various developmental levels including those with special needs.

#### Findings:

**704 KAR 3:410 Section 6(4) Ratio and Staffing (#9).** In one case it was observed that the lead teacher was alone with 17 children (ratio 1:17) for 12 minutes while the assistant had to go the cafeteria to retrieve lunch. Two other teachers reported that they are concerned that they are occasionally out of compliance when it is time to go get lunch and bring it to the classroom although the observation was not conducted at mealtime and this situation was therefore not directly observed. 6 of 10 sites reported they have to retrieve lunches on their own or that assistance in doing so is not consistent. One teacher reported this situation was only recently corrected with the help of Head Start advocacy.

#### Recommendations:

None

## Curriculum and Assessment

### Curriculum and Assessment – Summary

Folder reviews, teacher interviews, work samples and central office interviews revealed that developmentally appropriate, continuous assessment is utilized in order to plan group and individualized curriculum experiences for the children enrolled in Madison County's Preschool Program. Assessment includes both formal and informal collection methods as well as information provided by families. Assessment occurs at regular intervals as well as through daily anecdotal notes and work samples and is used to plan for the group as well for individual children both with and without IEPs. Folder reviews revealed health and developmental screenings were completed according to regulation. Review of Parent Handbooks confirmed a process in place for all parents to have opportunity to anonymously assess the program each year.

### Curriculum and Assessment – Strengths, Findings and Recommendations

**Strengths:**

- None

**Findings:**

- None

**Recommendations:**

- None

## Health and Safety

### Health and Safety – Summary

All children receive breakfast and/or lunch in accordance with their session schedule. Meals are family style and include positive interactions. Lesson Plan reviews as well as classroom observations reveal that health, nutrition and safety information is incorporated in a developmentally appropriate fashion across the academic year as well as shared with families. Emergency plans are in place and drilled regularly. All busses transporting preschool children have monitors who are trained in developmentally appropriate guidance strategies as reviewed within the Bus Monitor Handbook. All educational records are locked and secured.

### Health and Safety – Strengths, Findings and Recommendations

**Strengths:**

- n/a

**Findings:**

- None

**Recommendations:**

- None

## **Families and Community**

### **Families and Community – Summary**

Central Office review indicates that Head Start provides Family Advocates as well as numerous Parent Education opportunities. Review of classroom calendars, district, site and classroom newsletters demonstrate numerous Parent/Family Nights, field trips, volunteer opportunities, Book Buddies Family Reading Activities in addition to regular home visits and family-friendly opportunities to evaluate the program annually.

### **Families and Community – Strengths, Findings and Recommendations**

**Strengths:**

- n/a

**Findings:**

- None

**Recommendations:**

- None

### **Action**

The Madison County Preschool Program met 22 of 24 possible indicators. The district received 4 strengths, 2 findings, and 0 recommendations.

Please use the P2R document on the File Maker Pro site to complete [Action Plans](#) for all findings (if applicable). Actions for recommendations are not required. Each of the action plans should have a date for the estimated completion time. The district is requested to have the action plans completed for the item in the P2R document by August 31, 2012.